

SENATE RESOLUTION 301—DESIGNATING AUGUST 16, 2000, AS “NATIONAL AIRBORNE DAY”

Mr. THURMOND submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 301

Whereas the Parachute Test Platoon was authorized by the War Department on June 25, 1940, to experiment with the potential use of airborne troops;

Whereas the Parachute Test Platoon was composed of 48 volunteers that began training in July, 1940;

Whereas the Parachute Test Platoon performed the first official Army parachute jump on August 16, 1940;

Whereas the success of the Parachute Test Platoon led to the formation of a large and successful airborne contingent serving from World War II until the present;

Whereas the 11th, 13th, 17th, 82nd, and 101st Airborne Divisions and the numerous other regimental and battalion-sized airborne units were organized following the success of the Parachute Test Platoon;

Whereas the 501st Parachute Battalion participated successfully and valiantly in achieving victory in World War II;

Whereas the airborne achievements during World War II provided the basis for continuing the development of a diversified force of parachute and air assault troops;

Whereas paratroopers, glidermen, and air assault troops of the United States were and are proud members of the world's most exclusive and honorable fraternity, have earned and wear the “Silver Wings of Courage”, have participated in a total of 93 combat jumps, and have distinguished themselves in battle by earning 69 Congressional Medals of Honor, the highest military decoration of the United States, and hundreds of Distinguished Service Crosses and Silver Stars;

Whereas these airborne forces have performed in important military and peace-keeping operations, wherever needed, in World War II, Korea, Vietnam, Lebanon, Sinai, the Dominican Republic, Panama, Somalia, Haiti, and Bosnia; and

Whereas the Senate joins together with the airborne community to celebrate August 16, 2000 (the 60th anniversary of the first official parachute jump by the Parachute Test Platoon), as “National Airborne Day”: Now, therefore, be it

Resolved, That the Senate—

(1) designates August 16, 2000, as “National Airborne Day”; and

(2) requests that the President issue a proclamation calling on Federal, State, and local administrators and the people of the United States to observe the day with appropriate programs, ceremonies, and activities.

Mr. THURMOND. Mr. President, I am pleased to rise today to submit a Senate resolution which designates August 16, 2000 as “National Airborne Day.”

On June 25, 1940, the War Department authorized the Parachute Test Platoon to experiment with the potential use of airborne troops. The Parachute Test Platoon, which was composed of 48 volunteers, performed the first official army parachute jump on August 16, 1940. The success of the Platoon led to the formation of a large and successful airborne contingent that has served from World War Two until the present.

I was privileged to serve with the 82nd Airborne Division, one of the first airborne divisions to be organized. In a two-year period during World War Two,

the regiments of the 82nd served in Italy at Anzio, in France at Normandy (where I landed with them), and at the Battle of the Bulge.

The 11th, 13th, 17th, and 101st Airborne Divisions and numerous other regimental and battalion size airborne units were also organized following the success of the Parachute Test Platoon. In the last sixty years, these airborne forces have performed in important military and peace-keeping operations all over the world, and it is only fitting that we honor them.

Mr. President, through passage of “National Airborne Day,” the Senate will reaffirm our support for the members of the airborne community and also show our gratitude for their tireless commitment to our Nation's defense and ideals.

AMENDMENTS SUBMITTED

AKAKA (AND OTHERS) AMENDMENT NO. 3103

(Ordered to lie on the table.)

Mr. AKAKA (for himself, Mr. KERREY, Mr. WELLSTONE, Mr. MOYNIHAN, and Mrs. MURRAY) submitted an amendment intended to be proposed by them to the bill (S. 2) to extend programs and activities under the Elementary and Secondary Education Act of 1965; as follows:

At the appropriate place in title V, insert the following:

SEC. ____ EXCELLENCE IN ECONOMIC EDUCATION.

Title V (20 U.S.C. 7201 et seq.) is amended by adding at the end the following:

“PART ____—EXCELLENCE IN ECONOMIC EDUCATION

“SEC. ____ 1. SHORT TITLE; FINDINGS.

“(a) SHORT TITLE.—This part may be cited as the ‘Excellence in Economic Education Act of 2000’.

“(b) FINDINGS.—Congress makes the following findings:

“(1) The need for economic literacy in the United States has grown exponentially in the 1990's as a result of rapid technological advancements and increasing globalization, giving individuals in the United States more numerous and complex economic and financial choices than ever before as members of the workforce, managers of their families' resources, and voting citizens.

“(2) Individuals in the United States lack essential economic knowledge, as demonstrated in a 1998–1999 test conducted for the National Council on Economic Education, a private nonprofit organization. The test results indicated the following:

“(A) Students and adults alike lack a basic understanding of core economic concepts such as scarcity of resources and inflation, with less than half of those tested demonstrating knowledge of those basic concepts.

“(B) A little more than 1/3 of those tested realize that society must make choices about how to use resources.

“(C) Only 1/3 of those tested understand that active competition in the marketplace serves to lower prices and improve product quality.

“(D) Slightly more than 1/2 of adults in the United States and less than 1/4 of students in the United States know that a Federal budg-

et deficit is created when the Federal Government's expenditures exceed its revenues in a year.

“(E) Overall, adults received a grade of 57 percent on the test and secondary school students received a grade of 48 percent on the test.

“(F) Despite these poor results, the test findings pointed out that individuals in the United States realize the need for understanding basic economic concepts, with 96 percent of adults tested believing that basic economics should be taught in secondary school.

“(3) A range of trends points to the need for individuals in the United States to receive a practical economics education that will give the individuals tools to make responsible choices about their limited financial resources, and about the range of economic choices which face all people regardless of their financial circumstances. Examples of the trends include the following:

“(A) The number of personal bankruptcies in the United States rose and set new records in the 1990's, despite the longest peacetime economic expansion in United States history. One in every 70 United States households filed for bankruptcy in 1998. Rising bankruptcies have an impact on the cost and availability of consumer credit which in turn negatively affect overall economic growth.

“(B) Credit card delinquencies in the United States rose to 1.83 percent in 1998, which is a percentage not seen since 1992 when the effects of a recession were still strong.

“(C) The personal savings rate in the United States over the 5 years ending in 1998 averaged only 4.5 percent. In the third quarter of 1999, the personal savings rate dropped to 1.8 percent. A decline in savings rates reduces potential investment and economic growth.

“(D) By 2030, the number of older persons in the United States will grow to 70,000,000, more than twice the number of older persons in the United States in 1997. The additional older persons will add significantly to the population of retirees in the United States and require a shift in private and public resources to attend to their specific needs. The needs of this population will have dramatic, long-term economic consequences for younger generations of individuals in the United States workforce who will need to plan well in order to support their families and ensure for themselves a secure retirement.

“(4) The third National Education Goal designates economics as 1 of 9 core content areas in which teaching, learning, and students' mastery of basic and advanced skills must improve.

“(5) The National Council on Economic Education presents a compelling case for doing more to meet the need for economic literacy. While an understanding of economics is necessary to help the next generation to think, choose, and function in a changing global economy, economics has too often been neglected in schools.

“(6) States' requirements for economic and personal finance education are insufficient as evidenced by the fact that, while 39 States have adopted educational standards (including guidelines or proficiencies) in economics—

“(A) only 13 of those States require all students to take a course in economics before graduating from secondary school;

“(B) only 25 States administer tests to determine whether students meet the economic standards; and

“(C) only 27 States require that the economic standards be implemented in schools.

“(7) Improved and enhanced national, State, and local economic education efforts,